Exercises to improve driving in field hockey category 13-15 years

Abstract

Technical preparation in Field Hockey has become more scientific with the passing of time. Coaches around the world carefully study and analyze how to prepare their team in a more specialized way, taking into account the characteristics of each rival they face. Getting the players to have a better attack perception with mastery of driving, midfielders capable of maintaining the intensity in the offensive work during the minutes with creativity and intelligence, forwards capable of developing a better technical-tactical intelligence are variables that are managed, Therefore, the objective of the research was: to elaborate exercises that contribute to improve the conduction in field hockey in players of the 13-15 year-old category. A representative sample was used according to the number of players in the category and their functions within the playing field. To carry out the study, different scientific research methods were used, among which are: documentary analysis, observation and in the processing of the information, descriptive statistics were used, verifying through the evaluation offered by the users that the proposal can contribute. to the elevation of the results that the team reaches during the next school games.

Keywords*: Exercises; driving, Field Hockey.*

Introduction

Field Hockey is a sport that is characterized by continuous changes of direction, braking and acceleration. For this reason, the work on coordinative capacities is important in the early stages of training. The use of coordination circuits in this sport and the work on running technique contribute to generating players with better abilities.

To this is added that the race is performed with an implement (cane) in one or both hands, which makes the work of coordinating hand and foot dissociation more relevant. Consequently, you will need to be present at each of the sessions in the early stages of familiarization with Field Hockey.

Related to the above, Tamayo (2019) states that athletes who practice this sport need a constant capacity for adaptation and motor readaptation, not only depending on motor learning, but also on the ability to control movement.

This author himself points out that the optimal adaptation to situation changes is only possible if there are different motor experiences, whose adaptation process must be under sufficiently precise motor control to satisfy the motor needs of the new situation.

The authors García (2016) and Salazar (2015) refer that child and youth training should not be a reduced adult training, because the athlete is still growing; A large number of physical, mental and psychosocial changes derive from this circumstance, and a series of developmental particularities with the corresponding consequences for child and youth training, which are related to the individual rhythms of their physical development, the levels of its biological maturation and the achievements of its motor potential.

For sports teaching at these ages, both the motor and cognitive development stages in which the athlete is found must be taken into account (since at these ages there may even be large variations between one group and another of practically the same age) to achieve as complete an adaptation as possible to the program and acceptable results.

Similarly, Naranjo (2018) proposes that their level of knowledge should be taken into account and taken as a reference, in order to carry out an intervention according to their psychophysical characteristics and the educational objectives that have been previously raised, to reach their goal. playful and competitive development, respecting the pedagogical and sporting level in which the athletes are.

Other authors such as Tamayo and Arboleda (2020); Amorós et al. (2013) and Holwaya (2011) agree that technical preparation planning is undoubtedly one of the most important factors in predicting improvement in player performance, as long as it is carried out taking into account the internal characteristics and needs or technical and tactical requirements of the sport in question, to improve the performance of its players.

Driving in field hockey is of the utmost importance to achieve good results and according to Carrasco (2015) it is the displacement that an athlete makes with the ball, which varies according to the situation in which he finds himself and adopts different positions taking the axis as the axis. body of the same, being necessary when there is no support and to favor the unmarking of a teammate.
Regarding driving, Monroy (2011b) points out that in field hockey its correct learning is essential, since its mastery allows different technical combinations to be made as a basis for the strategies and tactics used during competitive play, such as feints, passes, changes of direction, etc. pace and above all, have control of the ball.

The field hockey players of the 13-15 year-old category of the "Mártires de Barbados" Comprehensive School of School Sports (EIDE) in Havana, subjects of this investigation, have gone through the categories that precede them, but there is a reality expressed in the incorrect posture in terms of the position of the legs and trunk, as well as the head, limiting peripheral vision during the execution of the movement.
In addition, they have difficulties in gripping the cane and lack of coordination of the movement due to the pressure of the opponent at the time of driving, either due to a history of competitive experience or because they are not equipped with tools that allow them to perform better technically.

In this regard, it was verified that, in the last three seasons, the field hockey coaches who work with the 13-15 year-old category of the aforementioned school, have been carrying out technical preparation based on traditional models, based on their experiences. personal, being the same little motivating, rigid and dogmatic.

In addition, a great predominance of physical preparation was observed based on its important value for performance; The exercises that are used do not simulate real game situations, which does not allow for perfecting driving in a real situation and, in turn, does not promote the creative thinking of the players, considering direct contact with the environment, discovery, and significant prior knowledge. .
From the foregoing, a contradiction arises between the need for coaches to have exercises that contribute to improving field hockey leadership in players in the 13-15-year-old category and the insufficient theoretical, methodological and practical preparation that guides them. with objectivity the work that the coaches of this sport must carry out to improve the conduction of players in the 13-15 year-old category.

For the solution of the situation previously raised, the objective of the investigation is determined: to develop exercises that contribute to perfect the conduction in field hockey in players of the 13-15 year category.

Through it, it is proposed to improve the knowledge and technical skills that athletes have acquired in sport, and thereby train a highly competitive athlete oriented towards comprehensive, permanent and quality training of human talent, which will allow them to achieve sports goals, with a view to training an athlete who represents Cuban sports in different regional, national or international activities.

Materials and methods

For the development of this research, theoretical methods were used and as empirical methods, documentary analysis: to analyze the normative documents of Field Hockey and the existing guidelines for conducting as a technical element.
Observation: in male athletes aged 13-15 years, with the aim of determining, in tests and control games carried out, the main deficiencies associated with the execution of driving.
Test: with the objective of measuring the abilities of the technical element in the athletes (three were carried out in two moments).
Comparison: It was used to validate the impact of the proposal applied to athletes, by making horizontal comparisons of the results obtained in the initial diagnosis and those obtained after applying the exercises in the corresponding mesocycle.

The statistical mathematical methods, the descriptive analysis that allowed exposing the proposed design, the stratified sampling with proportional participation considering that the elements of the population have a known probability of belonging to the sample, the calculation of the average of the multiple results obtained by elements of the sample, which allowed their subsequent horizontal comparison and evaluation of the impact.

The foreseen statistical design allows to identify the population to which this research is directed. For this purpose, a stratified sample with proportional participation of 1 in 2 is determined, resulting in a random sampling of 9 athletes representing 50 percent of the population, characterized according to their roles as follows: defenders four; midfielders three and strikers two.

The evaluation of the results was carried out in two moments of measurement on the same group of elements determined as a sample, to which horizontal comparisons were made that allowed contrasting the results obtained in the diagnosis and those derived from the application of the research proposal. , two discrete random variables were identified whose level of measurement is nominal: execution time of the 20 m driving (flat, with obstacles, with an opponent) and quality of the execution of the 20 m driving (flat, with obstacles, with opponent).
For the measurement of the first variable, the Scale of the Central State Institute of Physical Culture of Moscow (IECCFM) was used; designing evaluative norms as a parametric statistical technique, one for the test developed in the 20 m flat and the other for the two tests that are developed with static (6 cones) and dynamic (opponent) obstacles.

For the measurement of the second, the observation method was used based on the technical characteristics of the element and the experience of the researchers, designing a

third norm for its evaluation, taking into account the technical errors that could be manifested during the execution of the technical element.

The 20 m flat driving test and the 20 m driving test with six obstacles, described for the category in the Comprehensive Athlete Preparation Program, were used as tools, to which a third test was added as an interest in the investigation and with the objective of measure the skills of the technical element in front of an opponent (driving 20 m with an opponent). Using for its measurement what is described in the statistical design proposed during the introduction of this research.

It means that the test "Driving 20 m with an opponent" was designed as part of this research based on the need to evaluate the response of athletes during the execution of the technical element in situations similar to those that occur in the competitive environment. This test, like the previous ones, was evaluated in terms of time and quality of execution, despite not being recognized in the revised Comprehensive Athlete Preparation Plans (PIPD).
The tests were applied individually to each athlete, for which the 20 m to be covered were marked on the ground and, according to the situations that were required, the environment was modified, namely:
• Driving 20 m flat: The delimited distance is covered (2 times) where the execution time was taken and from the observation guide designed, notes were taken of the technical errors that the athletes presented.
• Driving 20 m with obstacles: The defined distance is covered (2 times), where 6 cones are located separated by 3 m between them and 1 m between the start and the first cone, and 1 m between the last cone and the end, Likewise, the execution time was taken and from the observation guide designed, notes were taken of the technical errors that the athletes presented.
• Driving 20 m with an opponent: The defined distance is covered (2 times), where the athlete faces an opponent who will actively try to take the ball from him during the course, the execution time was also taken and based on the observation guide designed notes were taken of the technical errors presented by the athletes.

Results and Discussion

Documentary analysis
The documentary analysis carried out on the PIPDs showed that many modifications and transformations are described, but the difficulty continues in relation to technical preparation, since no structured observation guides are located that contribute significantly to the evaluation of the execution of the basic elements of the sport at different levels.
They do not methodologically describe the good practices for teaching, improvement and consolidation of the different technical elements and specifically for the 13-15 year-old category, the execution of exercises of a passive nature that do not reproduce the real situations that manifest themselves in the games are described. competitive.

Pedagogical controls are established among which is described as an activity to carry out driving in 20 meters, defining the parameters to be evaluated according to the execution time and the sex of the athlete, and without taking into account the quality of the execution of the technical element.

The quantitative and qualitative results taking into account the execution time (Table No.1) obtained in the diagnosis show that the predominant evaluations are regular and insufficient, the most negative being those obtained during the 20 m driving test with an opponent, where results of "insufficient" and "very bad" were achieved, which is in correspondence with the fact that to date it is not a test that is carried out as part of the athlete's evaluation, but was included in the diagnosis made with the objective of evaluating the impact of the research proposal on the execution of the technical element by male athletes ages 13-15 years.

Table No.1 Results of the diagnosis according to the execution time of the 20 m driving (flat, with obstacles and with an opponent)

RESULTS OF THE DIAGNOSIS ACCORDING TO THE TIME OF EXECUTION OF THE 20m DRIVE (FLATS, WITH OBSTACLES AND WITH OPPONENTS									
Sample	**DRIVING (20m) EXPRESSED IN TIME**			**POINTS (P) ACCORDING TO THE IECCFM SCALE**			**EVALUATION**		
Athletes	**BLUEPRINTS**	**W/ OBSTACLES**	**W/OPPONENT**	**BLUEPRINTS**	**W/ OBSTACLES**	**W/OPPONENT**	**BLUEPRINTS**	**W/ OBSTACLES**	**W/OPPONENT**
1	7.54	10.06	12.05	67.94	52.62	91.26	Regular	Regular	Insufficient
2	7.53	10.12	11.23	67.62	53.79	75.34	Regular	Regular	Insufficient
3	8.25	10.30	12.20	90.48	57.28	94.17	Insufficient	Regular	Insufficient
4	7.30	11.00	13.10	60.32	70.87	111.65	Regular	Regular	Very bad
5	7.45	12.50	14.00	65.08	100.00	129.13	Regular	Very bad	Very bad
6	8.05	11.28	13.01	84.13	76.31	109.90	Insufficient	Insufficient	Very bad
7	8.08	10.26	12.41	85.08	56.50	98.25	Insufficient	Regular	Insufficient
8	7.39	11.08	12.39	63.17	72.43	97.86	Regular	Regular	Insufficient
9	7.25	12.00	14.26	58.73	90.29	134.17	Good	Insufficient	Very bad

Source: self made

During the initial diagnosis, the quality of the execution of the technical element was evaluated (Table No.2) from the application of the observation guide, technical errors that affect its correct execution were observed, identifying a greater presence of them during the Carrying out the 20 m driving with obstacles and with an opponent.

Fundamentally incorrect posture in terms of the position of the legs and trunk; incorrect grip on the cane; take off the ball from the stick while driving with obstacles and in front of the opponent; the lack of coordination of the movement before the pressure of the opponent; incorrect head position limiting peripheral vision during execution.

Tabla No.2 Resultados del diagnóstico atendiendo a la calidad de la ejecución de la conducción 20 m (planos, con obstáculos y con oponente)

EVALUATION OF THE VARIABLE DIAGNOSIS "QUALITY OF THE EXECUTION OF THE TECHNICAL ELEMENT OF 20m DRIVING"					
Sample	EVALUATION SUMMARY			FINAL AVERAGE	QUALITATIVE ASSESSMENT
Athletes	BLUEPRINTS	W/ OBSTACLES	W/OPPONENT		
1	2.33	1.67	1.83	1.94	Regular
2	2.17	1.33	1.17	1.56	Regular
3	2.17	1.33	1.83	1.78	Regular
4	2.33	1.67	1.17	1.72	Regular
5	2.33	1.33	1.50	1.72	Regular
6	2.17	1.67	1.83	1.89	Regular
7	2.67	2.00	1.50	2.06	Good
8	2.00	1.50	1.00	1.50	Regular
9	2.67	2.33	2.33	2.44	Good

The research proposed by Timmerman, (2019), Tchou, (2019) and Brocken (2020) is used as a basis for the research proposal, which refer to good practices as teaching and learning methods at school ages that can be applied to invasion sports such as Field Hockey to achieve a greater influence of the activities and tasks to be carried out during training sessions such as:

• The method of games in reduced spaces
• The use of modified games where the playing area, rules, and equipment are tampered with.
• Inclusion of exercises that promote movement variability, which favors the athlete's thinking in the search for movement solutions that satisfy the ever-changing interaction of the limitations proposed during training.
• Combine different elements within the training so that the activities are new and fun, promoting interest in Field Hockey in children of different ages.
• Always take into account the various psychological and physiological factors such as levels of maturation, physical aptitudes and the ability to understand the technical nature of the sport.
As possible methods to integrate with those established in the PIPD, this research assumes games in reduced spaces and the manipulation of areas, rules and equipment (Figure No.1). These, together with attention to the particularities of each athlete and the inclusion of motivating elements, resulted in exercises that contribute to perfect driving and will enable coaches who work with the 13-15 year old category to have a methodological tool that allows the improvement of offensive technical skills.

The proposed exercises have an objective aimed at perfecting driving; describes recommendations for its implementation where the aspects to be taken into account in the training sessions are exposed, among which are the observance of the morphofunctional and psychological characteristics of each of the athletes in order to guarantee the optimal incidence for the achievement of the goal. objective, and the planning of the observation of the key elements of each proposed task, it also has exercises that are exemplified from its detailed description and its graphic representation, including the form of implementation.

Examples of the proposed exercises

1. Exercises to promote coordination between muscle planes and variability of movement.

Exercise No.1

Number of players: 1 player.

Objectives: Improve foot coordination through the execution of simple exercises. Work the speed of execution of the supports. Develop hand-eye coordination through ball control techniques.

Materials: Coordination ladder (if you don't have it, you can also assemble it with cones).

Developing:

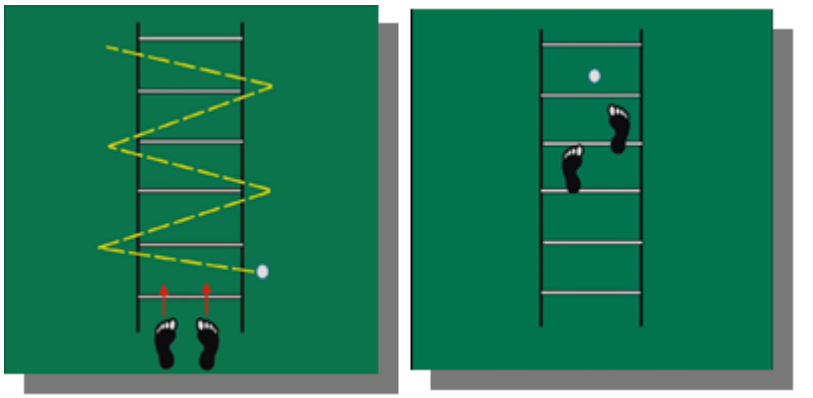
Front dribbling + front supports

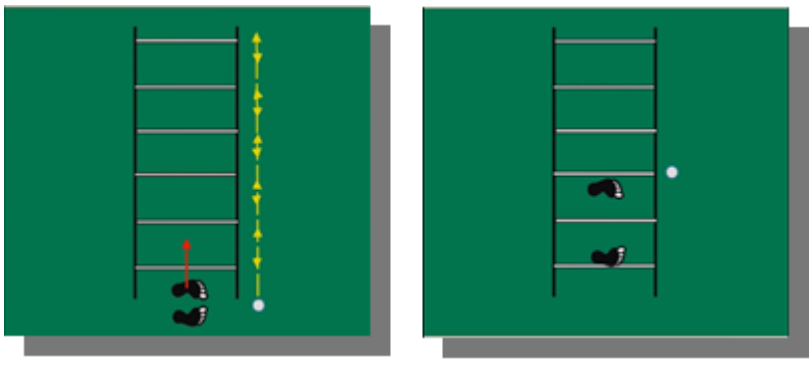
Lateral dribbling + side steps

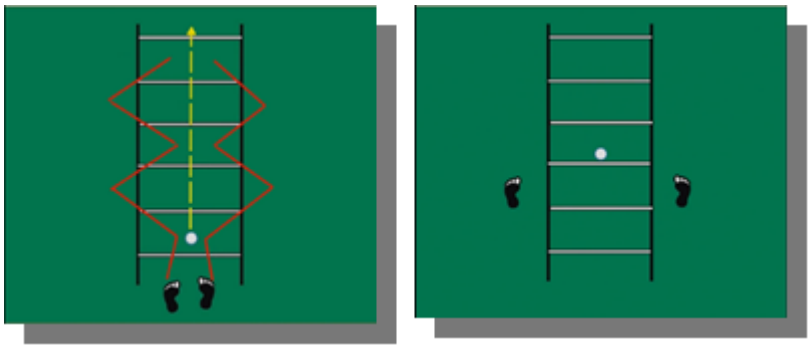
Ball area + inside - outside

The key is to perform faster and with more control of the supports.

Graphic Representation Exercise No 1

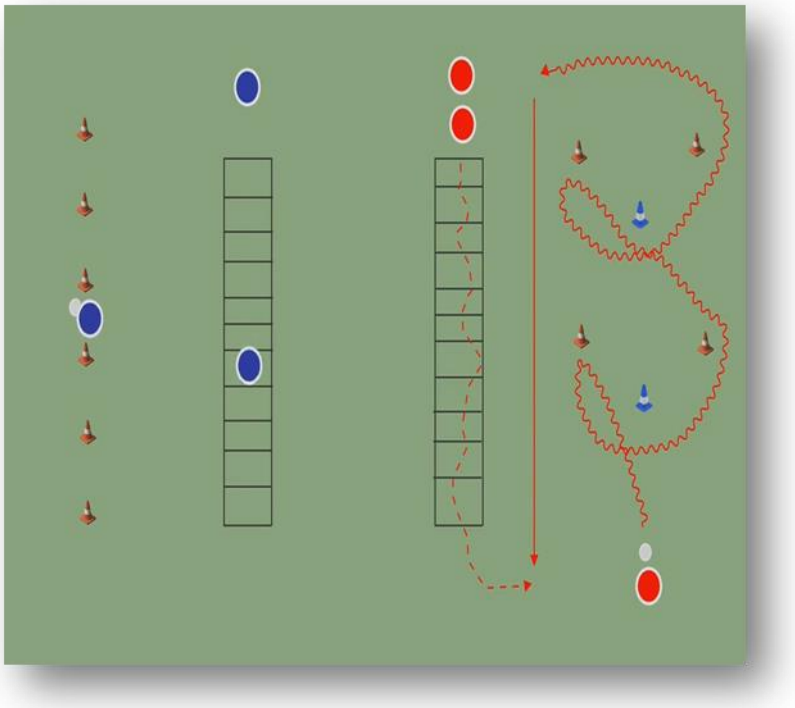






Exercise No.2
Number of players: 3 players minimum
Objectives: Work on foot coordination in movements with a combination of supports. Improve driving techniques and pass with previous fatigue. Develop aerobic resistance through coordination exercises.
Materials: Coordination ladder, cones and hurdles
Procedure: In both circuits, the player with the ball starts at the same time as the player who does the coordination work. Finally, after finishing the technical part, the player passes the ball to the next teammate and returns to the coordination line.
The work will be cyclical and can last between 3-5 minutes. Likewise, we can do it by series and vary from one row to another.

Graphic Representation Exercise No.2



2. Games in confined spaces and with modifications to the playing area, rules and equipment.
Exercise No.1

Number of players: 4-5 players minimum
Objectives: Improve reception and escape into space. Work on driving speed and passing in the race. Develop speed and changes of direction without the ball.
Materials: 4 cones. If possible 2 cones or large pikes.
Development: For this passing game, a line of cones is placed in the central area between two facing rows. On each side of that line of cones there are two goals through which the player with the ball will pass.
The game begins with a player driving the ball at speed through the right goal, passing through it to the first player in the opposite row. He escapes driving towards the right goal, preventing the player who gave him the pass from ending up touching him from behind. The passing player will run to the front of the line and change direction to go and catch the player with the ball.

Exercise No.2
Number of players: 2 goalkeepers and 4-5 trios
Objectives: Develop an attack structure in offensive superiority. Improve decision making with the ball in pressure situations
Materials: Cones to delimit the field and tapes to mark the opposite area.
Development: A field is designed with a width equal to the width of the area. The length will be 30 meters, this will allow the edge of the other area to be the 22m line. The balls will be located in the right corner of the two backgrounds. A goalkeeper in each goal. Behind each background there will be a trio ready to play. Inside the field there is a trio with a ball and two defenders from the opposing trio. The player of this trio who does not defend prepares to play with a ball from the right corner.
• The rotation in the game is: defend-attack-rest.
• If the defending team recovers the ball, they will throw it out and start with the corner player's ball.
• The attacking team rests behind the goal towards which it attacked.

They were applied during the planned training in an introductory mesocycle, a moment that was used to carry out the tests that allowed, initially to diagnose and at the end of the mesocycle to evaluate and validate the exercises to improve the conduction in Field Hockey 13-15 years.

For its evaluation, tools designed for this purpose were used, such as: the evaluative norms for each of the pedagogical tests that take into account the time and quality of the execution, as well as the calculation bases with incorporated formulas (Microsoft Excel) that partly automate the process of calculation and analysis of the results.

As a last component, the feedback was incorporated, which is the moment of analysis that the coach must carry out based on the results obtained in the measurements, where he will evaluate the feasibility of the applied procedures or, failing that, adjust them to the new identified particularities, the latter allows that the proposed exercises are adjustable to the needs that may be manifested.

Impact of the proposed exercises

After its application in the introductory mesocycle, a second test was carried out, which meets the standardization requirements with the set of rules and measurements established from the first diagnostic test, which allow the test to be carried out in the same way at a second time; reliability, when the test is applied to the same sample under the

same conditions (field, sample, implements, timer, support coach); Validity is guaranteed by horizontal comparison (empirical criteria) of the quantitative aspects of the result obtained in the two tests applied and finally, the evaluative standards are the same as those used in the first test, obtaining the following results (Table No. 3 and Table No.4)

Table No.3 Results of the execution time of the 20m driving (flat, with obstacles and with an opponent) during the diagnosis and validation of the proposal

RESULTS ACCORDING TO THE TIME OF EXECUTION OF THE 20m DRIVE (FLATS, WITH OBSTACLES AND WITH OPPONENTS									
Sample	DRIVING (20m) EXPRESSED IN TIME			POINTS (P) ACCORDING TO THE IECCFM SCALE			EVALUACIÓN		
Athletes	BLUEPRINTS	W/ OBSTACLES	W/OPPONENT	BLUEPRINTS	W/ OBSTACLES	W/OPPONENT	BLUEPRINTS	W/ OBSTACLES	W/OPPONENT
1	7.26	9.58	12.03	59.05	43.30	90.87	Good	Good	Insufficient
2	7.35	10.05	11.20	61.90	52.43	74.76	Regular	Regular	Regular
3	8.15	10.24	12.05	87.30	56.12	91.26	Insufficient	Regular	Insufficient
4	7.25	10.55	12.56	58.73	62.14	101.17	Good	Regular	Very bad
5	7.39	12.16	13.10	63.17	93.40	111.65	Regular	Insufficient	Very bad
6	7.58	11.12	12.52	69.21	73.20	100.39	Regular	Regular	Very bad
7	8.00	10.00	12.31	82.54	51.46	96.31	Insufficient	Regular	Insufficient
8	7.28	10.48	12.04	59.68	60.78	91.07	Good	Regular	Insufficient
9	7.20	11.30	12.55	57.14	76.70	100.97	Good	Insufficient	Very bad

Source: self made

It is observed that qualitatively there was improvement, although not significant, in terms of execution time, this result was motivated because the athletes during the tests focused on achieving a better execution of the technical element, beyond how fast they could cover the expected distance; which, in the opinion of the researchers, is a positive aspect, which shows the awareness of the movement, the interest and motivation of the athletes to do it correctly; aspects considered essential for their evolution towards the optimization of movement.

Table No.4 Results of the quality of the execution of the 20m driving (flat, with obstacles and with an opponent) during the diagnosis and validation of the proposal

EVALUATION OF THE VARIABLE VALIDATION "QUALITY OF THE EXECUTION OF THE TECHNICAL ELEMENT OF DRIVING IN 20m"					
Sample	EVALUATION SUMMARY			FINAL AVERAGE	QUALITATIVE ASSESSMENT
Athletes	BLUEPRINTS	W/ OBSTACLES	W/OPPONENT		
1	2.83	2.50	2.00	2.44	Good
2	2.67	2.33	2.33	2.44	Good
3	2.83	2.50	2.17	2.50	Good
4	2.83	2.50	2.33	2.56	Good

5	2.83	2.33	2.50	2.56	Good
6	2.83	2.33	2.50	2.56	Good
7	3.00	2.83	2.50	2.78	Good
8	2.67	2.50	2.33	2.50	Good
9	3.00	2.83	2.83	2.89	Good

Source: self made

After the horizontal comparison of both results, an improvement in the quality of the technical execution is evident (Table No.5) and a decrease in the execution times of the tests. (Table No.6) and (Graphs Nos. 1, 2 and 3)

Table No.5 Comparison of the results of the quality of the execution of the 20m driving (flat, with obstacles and with an opponent) during the diagnosis and validation of the proposal

Athletes	AVERAGE ASSESSMENT		ANALYSIS	
	DIAGNOSIS	**VALIDATION OF THE PROPOSAL**	**HORIZONTAL COMPARISON**	**IMPACT**
1	1.94	2.44	0.50	Positive incidence of the proposal
2	1.56	2.44	0.89	Positive incidence of the proposal
3	1.78	2.50	0.72	Positive incidence of the proposal
4	1.72	2.56	0.83	Positive incidence of the proposal
5	1.72	2.56	0.83	Positive incidence of the proposal
6	1.89	2.56	0.67	Positive incidence of the proposal
7	2.06	2.78	0.72	Positive incidence of the proposal
8	1.50	2.50	1.00	Positive incidence of the proposal
9	2.44	2.89	0.44	Positive incidence of the proposal

Source: self made

Table No.6 Comparison of the results of the execution time of the 20m driving (flat, with obstacles and with an opponent) during the diagnosis and validation of the proposal

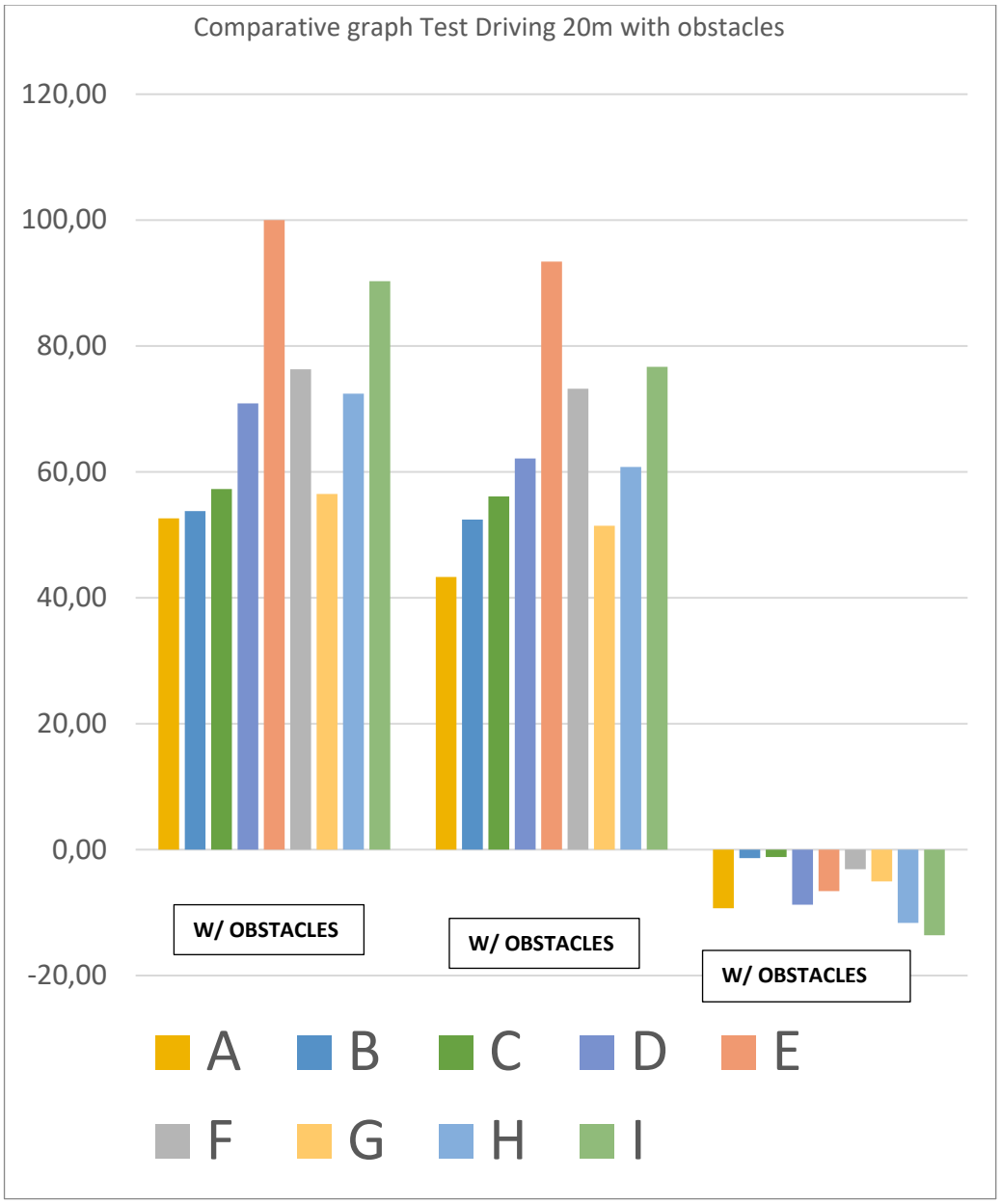
EVALUATION OF THE RESULTS									
Sample	DIAGNOSIS			VALIDATION OF THE PROPOSAL			HORIZONTAL COMPARISON		
	EVALUATION BY POINTS ACCORDING TO THE IECCFM SCALE			EVALUATION BY POINTS (P) ACCORDING TO THE IECCFM SCALE					
Athletes	**BLUEPRINTS**	**W/ OBSTACLES**	**W/OPPONENT**	**BLUEPRINTS**	**W/ OBSTACLES**	**W/OPPONENT**	**BLUEPRINTS**	**W/ OBSTACLES**	**W/OPPONENT**
A	67.94	52.62	91.26	59.05	43.30	90.87	-8.89	-9.32	-0.39

B	67.62	53.79	75.34	61.90	52.43	74.76	-5.71	-1.36	-0.58
C	90.48	57.28	94.17	87.30	56.12	91.26	-3.17	-1.17	-2.91
D	60.32	70.87	111.65	58.73	62.14	101.17	-1.59	-8.74	-10.49
E	65.08	100.00	129.13	63.17	93.40	111.65	-1.90	-6.60	-17.48
F	84.13	76.31	109.90	69.21	73.20	100.39	-14.92	-3.11	-9.51
G	85.08	56.50	98.25	82.54	51.46	96.31	-2.54	-5.05	-1.94
H	63.17	72.43	97.86	59.68	60.78	91.07	-3.49	-11.65	-6.80
I	58.73	90.29	134.17	57.14	76.70	100.97	-1.59	-13.59	-33.20

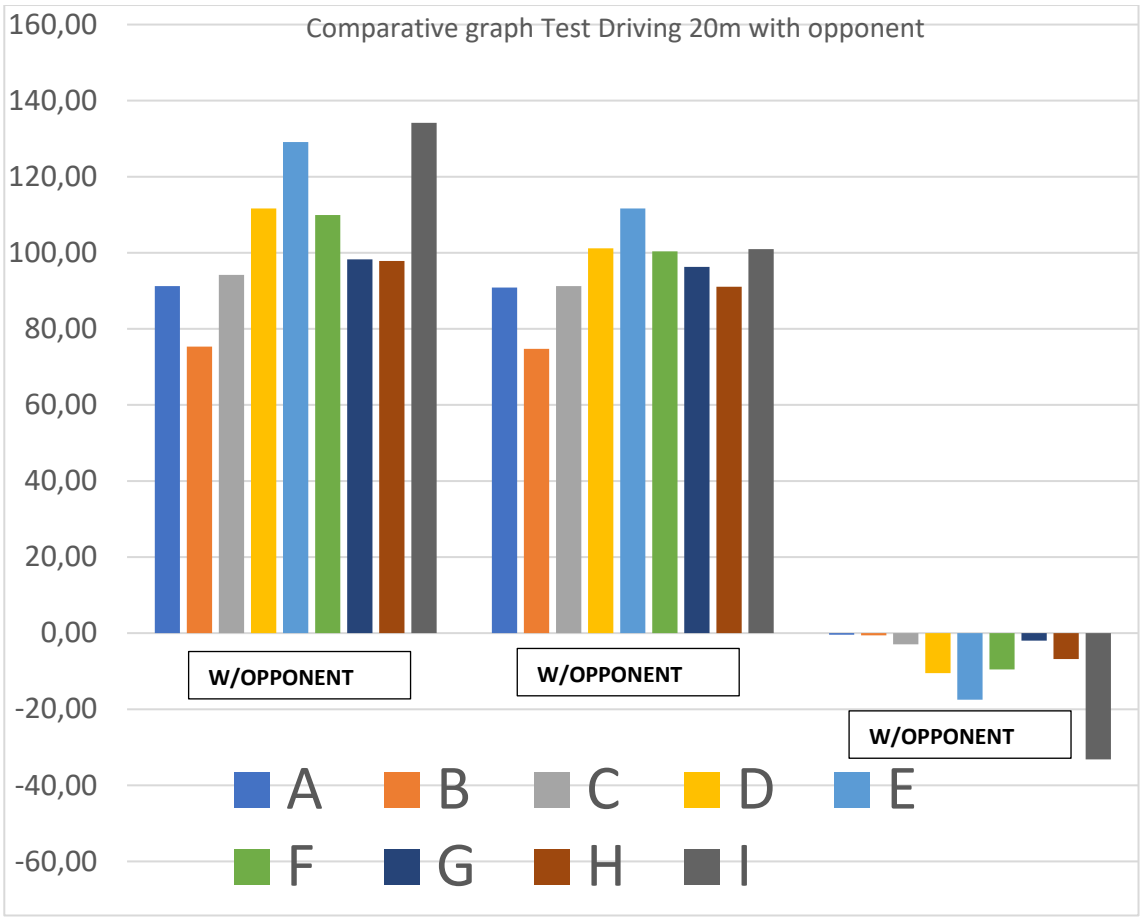
Source: self made

Graph No.1 Comparison of the results of the quality of the execution of the 20m flat ride, with during the diagnosis and validation of the proposal

Graph No.2 Comparison of the results of the quality of the execution of the 20m driving with obstacles, with during the diagnosis and validation of the proposals



Graph No.3 Comparison of the results of the quality of the execution of the 20m drive with an opponent, with during the diagnosis and validation of the proposal



These results allowed us to validate that the proposed exercises have a positive impact on the gradual and incremental improvement of athletes aged 13-15 years from the EIDE "Mártires de Barbado" field hockey team in Havana and require the individual and constant analysis of the particularities of each athlete by the coaches to achieve a better impact on them.

conclusions

It is verified that the proposed exercises integrate the solution to the existing needs in the field hockey sports training process with the interests of the sports coaches at the EIDE "Mártires de Barbados" in Havana.

By constituting a methodological tool, it can be used by sports coaches at school ages to improve driving as an offensive technical element of the sport, on which there is no reference in the governing documents of sports training (PIPD) of Field Hockey, nor studies. similar that could precede it.

It is applicable to the training that is carried out today, since it provides actions and aspects necessary for its implementation, which with a systemic nature allow its implementation in the training and competition processes, without requiring other resources than the sports equipment necessary for the training. practice of sport; being possible its generalization to the school categories.

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